

**Laurens County School System**

**We Believe**

**Early Kindergarten through 3rd Grade Literacy**

We believe effective literacy instruction results in students who are proficient and confident readers and writers.

We believe in the Balanced Literacy approach to K-3 literacy instruction.

We believe partnering with the community to support birth to five year-old children makes students better prepared to be successful in K-3.

We believe a strong classroom literacy program will support students in all content areas.

We believe that reading and writing are reciprocal processes and provide effective literacy instruction every day.

We believe that as educators our on‐going professional learning and development is critical to achieving student success.

We believe that effective teaching includes modeling, thinking aloud, working with individuals, and working with small groups of students.

### We believe instruction involving spelling, grammar, vocabulary, and decoding should always take place within the context of real reading.

We believe children develop communication skills (reading, writing, speaking, and listening) at varying rates.  Each child must be met where he/she is on the developmental continuum in order to plan instruction that will accelerate his/her reading, writing, speaking and listening development.

We believe teachers should have access to a wide variety of reading materials, both in levels, content and genres to access varying independent reading levels.

We believe reading assessment should be student-centered, ongoing, flexible, and should directly impact reading instruction.

We believe that children who see themselves as readers and writers will become life‐ long readers and writers.

**Intermediate 3rd - 6th Grade Literacy**

We believe effective literacy instruction results in students who are proficient and confident readers and writers.

We believe students should have many opportunities to read and write every day in settings which include needs-based small groups, whole group, and individualization of instruction.

We believe a strong classroom literacy program will support students in all content areas.

We believe that reading and writing are reciprocal processes and provide effective literacy instruction every day.

We believe that as educators our on‐going professional learning and development is critical to achieving student success.

We believe that effective teaching includes modeling, thinking aloud, working with individuals, and working with small groups of students.

We believe children develop communication skills (reading, writing, speaking, and listening) at varying rates.  Each child must be met where he/she is on the developmental continuum in order to plan instruction that will accelerate his/her reading, writing, speaking and listening development.

We believe teachers should have access to a wide variety of reading materials, both in levels, content and genres to access varying independent reading levels.

We believe reading comprehension strategies should be taught explicitly and systematically.

We believe multiple purposes for writing must be taught explicitly, with opportunities given to students to read samples and to produce their own pieces.

We believe writing conventions (spelling, mechanics, grammar and usage) should be taught explicitly via multiple methods, e.g., through teaching connections; whole class lessons and units; and individual/small group instruction in connection with students' own writing.

We believe reading assessment should be student-centered, ongoing, flexible, and should directly impact reading instruction.

We believe that children who see themselves as readers and writers will become life‐long readers and writers.

**Early Adolescent 6th - 9th Grade Literacy**

We believe effective literacy instruction results in students who are proficient and confident readers and writers.

We believe students should have many opportunities to read and write every day in settings which include needs-based small groups, whole group, and individualization of instruction.

We believe a strong classroom literacy program will support students in all content areas.

We believe that reading and writing are reciprocal processes and provide effective literacy instruction every day.

We believe in promoting a literacy rich learning environment that represents diverse cultures.

We believe in utilizing technology to enhance literacy instruction.

We believe in fostering independence by encouraging student choice.

We believe that as educators our on‐going professional learning and development is critical to achieving student success.

We believe that effective teaching includes modeling, thinking aloud, working with individuals, and working with small groups of students.

We believe teachers should have access to a wide variety of reading materials, both in levels, content and genres to access varying independent reading levels.

We believe students should be given ample opportunities to read a large variety of texts independently, with peers, and with teacher support.

We believe ongoing formal and informal assessments of individual students are necessary in order to determine student development in relation to GSE mastery and instructional needs.

We believe multiple purposes for writing must be taught explicitly, with opportunities given to students to read samples and to produce their own pieces.

We believe writing conventions (spelling, mechanics, grammar and usage) should be taught explicitly via multiple methods, e.g., through teaching connections; whole class lessons and units; and individual/small group instruction in connection with students' own writing.

We believe that children who see themselves as readers and writers will become life‐long readers and writers.

**Adolescent and Young Adult 9th - 12th Literacy**

We believe effective literacy instruction results in students who are proficient and confident readers and writers.

We believe students should have many opportunities to read and write every day in settings which include needs-based small groups, whole group, and individualization of instruction.

We believe in promoting a literacy rich learning environment that represents diverse cultures.

We believe in utilizing technology to enhance literacy instruction.

We believe in fostering independence by encouraging student choice.

We believe a strong classroom literacy program will support students in all content areas.

We believe that reading and writing are reciprocal processes and provide effective literacy instruction every day.

We believe that as educators our on‐going professional learning and development is critical to achieving student success.

We believe that effective teaching includes modeling, thinking aloud, working with individuals, and working with small groups of students.

We believe students should be given ample opportunities to read a large variety of texts independently, with peers, and with teacher support.

We believe teachers should have access to a wide variety of reading materials, both in levels, content and genres to access varying independent reading levels.

We believe ongoing formal and informal assessments of individual students are necessary in order to determine student development in relation to GSE mastery and instructional needs.

We believe multiple purposes for writing must be taught explicitly, with opportunities given to students to read samples and to produce their own pieces.

We believe writing conventions (spelling, mechanics, grammar and usage) should be taught explicitly via multiple methods, e.g., through teaching connections; whole class lessons and units; and individual/small group instruction in connection with students' own writing.

We believe that children who see themselves as readers and writers will become life‐long readers and writers.

We believe it’s important for teachers to promote a love of reading and writing.